

## Teacher satisfaction

*Teachers' attitudes and perceptions about their work environment reflect current school conditions. Measures such as the degree of respect teachers receive from administrators, the support they receive from parents, and the amount of resources available may indicate the level of teachers' job satisfaction as well as their attitudes toward the teaching profession in general.*

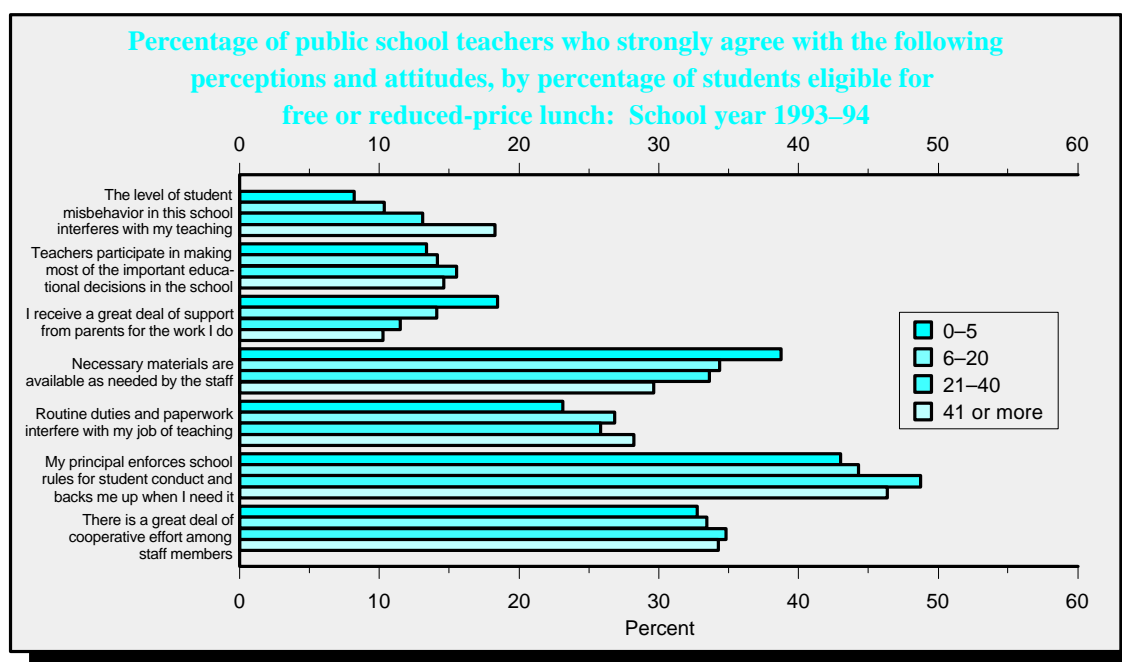
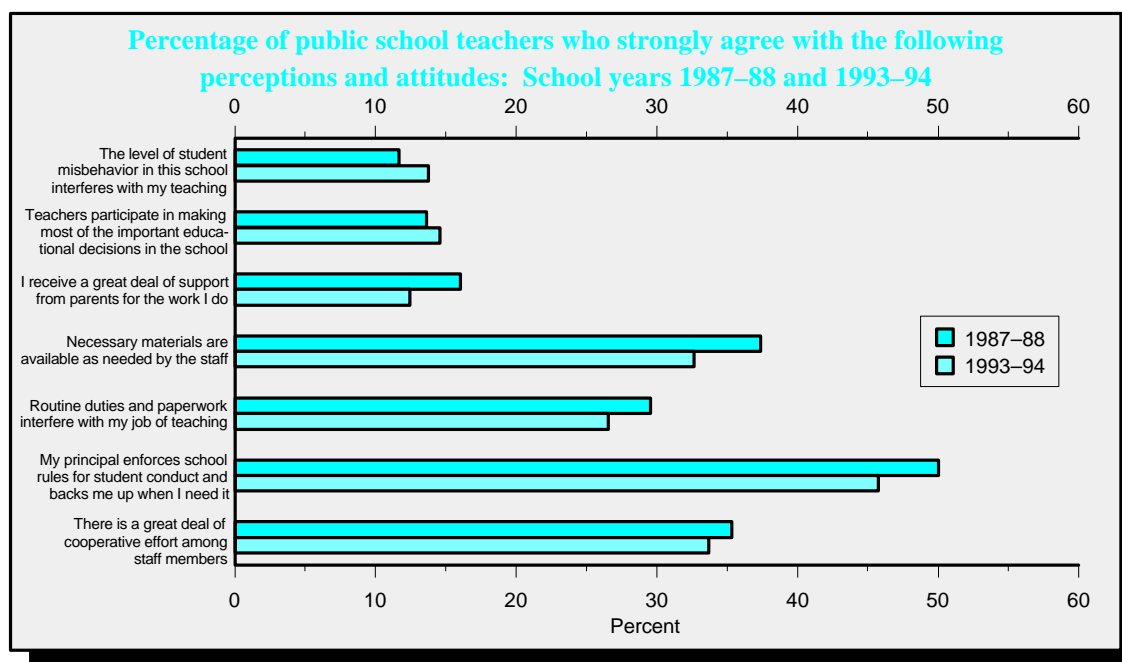
- Between the 1987–88 and 1993–94 school years, public school teacher satisfaction decreased in the areas of support from parents, having the necessary materials, and enforcement of school rules by principals.
- In 1993–94 school year, public school teachers from high poverty schools (more than 40 percent of students eligible for free or reduced-price lunch) were more likely to report that student misbehavior and routine duties interfered with their work and less likely to report that they received a great deal of support from parents than those teachers from low poverty schools (5 percent or less of students eligible for free or reduced-price lunch).
- In the 1993–94 school year, public school teachers were more likely than private school teachers to report that student misbehavior and routine duties interfered with teaching. Private school teachers were more likely to report that teachers participated in important educational decisions in their schools, received a great deal of support from parents, and had a great deal of cooperation among staff members (see supplemental table 49-1).
- Public elementary teachers were more likely than public secondary teachers to report that teachers participated in making important educational decisions in their school, they received a great deal of support from parents, their principal enforced school rules, and that there was a great deal of cooperation among staff members in the 1993–94 school year (see supplemental table 49-2).

**Public school teachers' perceptions and attitudes toward teaching, by percentage of students eligible for free or reduced-price lunch: School years 1987–88 and 1993–94**

Perceptions and attitudes	1987–88 Total	1993–94 Percentage of students eligible for free or reduced-price lunch				
		Total				
			0–5	6–20	21–40	41 or more
<b>Percentage of teachers who strongly agree with the following:</b>						
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	11.7	13.8	8.2	10.3	13.1	18.3
Teachers participate in making most of the important educational decisions in this school	13.7	14.6	13.4	14.1	15.5	14.6
I receive a great deal of support from parents for the work I do	16.0	12.5	18.5	14.1	11.5	10.2
Necessary materials are available as needed by the staff	37.4	32.6	38.8	34.4	33.6	29.6
Routine duties and paperwork interfere with my job of teaching	29.6	26.6	23.1	26.8	25.8	28.3
My principal enforces school rules for student conduct and backs me up when I need it	50.0	45.8	43.0	44.3	48.8	46.4
There is a great deal of cooperative effort among the staff members	35.3	33.7	32.7	33.5	34.8	34.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 and 1993–94.

## Teachers' perceptions and attitudes toward teaching



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 and 1993–94.

**Public school teachers' perceptions and attitudes toward teaching, by percentage of students eligible for free or reduced-price lunch: School years 1987–88 and 1993–94**

Perceptions and attitudes	1987–88 Total	1993–94				
		Total	Percentage of students eligible for free or reduced-price lunch			
			0–5	6–20	21–40	41 or more
Percentage of teachers who strongly agree with the following:						
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	11.7	13.8	8.2	10.3	13.1	18.3
Teachers participate in making most of the important educational decisions in this school	13.7	14.6	13.4	14.1	15.5	14.6
I receive a great deal of support from parents for the work I do	16.0	12.5	18.5	14.1	11.5	10.2
Necessary materials are available as needed by the staff	37.4	32.6	38.8	34.4	33.6	29.6
Routine duties and paperwork interfere with my job of teaching	29.6	26.6	23.1	26.8	25.8	28.3
My principal enforces school rules for student conduct and backs me up when I need it	50.0	45.8	43.0	44.3	48.8	46.4
There is a great deal of cooperative effort among the staff members	35.3	33.7	32.7	33.5	34.8	34.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 and 1993–94.

**Table 49-1 Teachers' perceptions and attitudes toward teaching, by control of school:  
School years 1987-88 and 1993-94**

Perceptions and attitudes	Public		Private	
	1987-88	1993-94	1987-88	1993-94
<b>Percentage of teachers who strongly agree with the following:</b>				
Teachers in this school are evaluated fairly	37.8	42.0	51.8	55.2
The principal lets staff members know what is expected of them	48.3	48.0	54.4	56.1
The school administration's behavior toward the staff is supportive and encouraging	40.5	41.2	59.8	60.7
I am satisfied with my teaching salary	7.6	12.3	11.5	13.6
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	11.7	13.8	4.6	4.5
Teachers participate in making most of the important educational decisions in this school	13.7	14.6	27.5	30.3
I receive a great deal of support from parents for the work I do	16.0	12.5	40.1	41.8
Necessary materials are available as needed by the staff	37.4	32.6	52.7	52.9
The principal does a poor job of getting resources for this school	3.9	3.8	3.5	2.3
Routine duties and paperwork interfere with my job of teaching	29.6	26.6	9.4	7.9
My principal enforces school rules for student conduct and backs me up when I need it	50.0	45.8	62.8	63.1
The principal talks with me frequently about my instructional practices	12.4	10.4	18.2	17.4
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	23.8	22.3	38.3	39.5
Most of my colleagues share my beliefs and values about what the central mission of the school should be	35.5	33.2	58.8	62.8
The principal knows what kind of school he/she wants and has communicated it to the staff	45.9	43.1	58.2	61.4
There is a great deal of cooperative effort among the staff members	35.3	33.7	56.7	57.8
In this school, staff members are recognized for a job well done	25.5	25.0	38.8	41.8
I have to follow rules in this school that conflict with my best professional judgment	5.9	5.4	4.1	3.4
I am satisfied with my class size	35.8	32.0	57.8	58.9
I make a conscious effort to coordinate the content of my courses with that of other teachers	40.5	38.2	42.9	42.4
Goals and priorities for the school are clear	40.2	37.9	55.9	58.0
The amount of student tardiness and class cutting in this school interferes with my teaching	11.7	7.9	3.9	1.8
I sometimes feel it is a waste of time to try to do my best as a teacher	7.6	6.5	3.3	2.7
I plan with the library media specialist/librarian for the integration of library/media services into my teaching	—	24.1	—	22.3
Library/media materials are adequate to support my instructional objectives	—	23.8	—	24.0
If I could go back to college and start again I would most likely* become a teacher again	66.0	69.5	76.2	80.5

— Not available.

\* Includes those teachers who responded "certainly would become a teacher" and "probably would become a teacher."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88 and 1993-94.

**Table 49-2 Teachers' perceptions and attitudes toward teaching, by control and level of school:  
School year 1993-94**

Perceptions and attitudes	Public		Private	
	Elementary	Secondary	Elementary	Secondary
<b>Percentage of teachers who strongly agree with the following:</b>				
Teachers in this school are evaluated fairly	46.8	36.8	58.0	51.2
The principal lets staff members know what is expected of them	51.5	44.1	58.4	53.0
The school administration's behavior toward the staff is supportive and encouraging	44.1	38.0	63.5	56.9
I am satisfied with my teaching salary	11.9	12.8	13.0	14.4
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	12.1	15.5	4.3	4.9
Teachers participate in making most of the important educational decisions in this school	17.9	11.0	32.5	27.2
I receive a great deal of support from parents for the work I do	16.3	8.3	48.0	33.2
Necessary materials are available as needed by the staff	33.7	31.5	52.6	53.2
The principal does a poor job of getting resources for this school	3.7	4.0	2.4	2.2
Routine duties and paperwork interfere with my job of teaching	27.3	25.7	7.4	8.5
My principal enforces school rules for student conduct and backs me up when I need it	50.1	41.1	65.8	59.4
The principal talks with me frequently about my instructional practices	13.0	7.7	20.5	13.1
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	30.3	13.6	46.9	29.0
Most of my colleagues share my beliefs and values about what the central mission of the school should be	40.4	25.4	68.5	54.8
The principal knows what kind of school he/she wants and has communicated it to the staff	47.9	37.9	65.0	56.4
There is a great deal of cooperative effort among the staff members	40.1	26.7	61.4	52.7
In this school, staff members are recognized for a job well done	29.2	20.5	45.5	36.7
I have to follow rules in this school that conflict with my best professional judgment	5.2	5.6	2.9	4.1
I am satisfied with my class size	33.6	30.3	58.3	59.6
I make a conscious effort to coordinate the content of my courses with that of other teachers	44.6	31.3	47.9	34.8
Goals and priorities for the school are clear	43.9	31.5	61.2	53.5
The amount of student tardiness and class cutting in this school interferes with my teaching	3.5	12.7	1.5	2.4
I sometimes feel it is a waste of time to try to do my best as a teacher	5.1	8.0	2.4	3.3
I plan with the library media specialist/librarian for the integration of library/media services into my teaching	24.5	23.6	23.0	21.3
Library/media materials are adequate to support my instructional objectives	23.4	24.2	22.9	25.6
If I could go back to college and start again I would most likely* become a teacher again	72.5	66.3	81.5	79.0

\* Includes those teachers who responded "certainly would become a teacher" and "probably would become a teacher."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.

**Table 49-3 Public school teachers' perceptions and attitudes toward teaching, by percentage of students eligible for free or reduced-price lunch: School year 1993-94**

Perceptions and attitudes	Total	Percentage of students eligible for free or reduced-price lunch			
		0-5	6-20	21-40	41 or more
Percentage of teachers who strongly agree with the following:					
Teachers in this school are evaluated fairly	42.0	41.3	41.1	43.5	42.3
The principal lets staff members know what is expected of them	48.0	46.8	46.4	49.0	49.1
The school administration's behavior toward the staff is supportive and encouraging	41.2	39.7	40.1	43.0	41.9
I am satisfied with my teaching salary	12.3	21.1	13.6	11.5	8.8
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	13.8	8.2	10.3	13.1	18.3
Teachers participate in making most of the important educational decisions in this school	14.6	13.4	14.1	15.5	14.6
I receive a great deal of support from parents for the work I do	12.5	18.5	14.1	11.5	10.2
Necessary materials are available as needed by the staff	32.6	38.8	34.4	33.6	29.6
The principal does a poor job of getting resources for this school	3.8	4.2	3.6	3.6	4.2
Routine duties and paperwork interfere with my job of teaching	26.6	23.1	26.8	25.8	28.3
My principal enforces school rules for student conduct and backs me up when I need it	45.8	43.0	44.3	48.8	46.4
The principal talks with me frequently about my instructional practices	10.4	9.7	8.4	9.8	12.7
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	22.3	20.3	20.0	21.0	25.7
Most of my colleagues share my beliefs and values about what the central mission of the school should be	33.2	31.8	31.0	33.9	35.1
The principal knows what kind of school he/she wants and has communicated it to the staff	43.1	44.2	40.2	43.8	44.9
There is a great deal of cooperative effort among the staff members	33.7	32.7	33.5	34.8	34.3
In this school, staff members are recognized for a job well done	25.0	24.7	23.2	25.6	26.8
I have to follow rules in this school that conflict with my best professional judgment	5.4	4.8	4.2	4.6	6.9
I am satisfied with my class size	32.0	31.9	30.7	32.6	33.2
I make a conscious effort to coordinate the content of my courses with that of other teachers	38.2	41.4	37.6	37.0	39.1
Goals and priorities for the school are clear	37.9	38.5	35.2	38.3	39.6
The amount of student tardiness and class cutting in this school interfere with my teaching	7.9	5.7	7.1	7.4	9.4
I sometimes feel it is a waste of time to try to do my best as a teacher	6.5	5.5	6.0	5.5	7.4
I plan with the library media specialist/librarian for the integration of library/media services into my teaching	24.1	24.8	24.6	23.5	24.6
Library/media materials are adequate to support my instructional objectives	23.8	27.4	24.3	23.2	22.6
If I could go back to college and start again I would most likely* become a teacher again	69.5	72.1	68.2	69.9	69.5

\* Includes those teachers who responded "certainly would become a teacher" and "probably would become a teacher."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.

**Table 49-4 Public school teachers' perceptions and attitudes toward teaching, by urbanicity and percentage of minority enrollment: School year 1993-94**

Perceptions and attitudes	Total	Urbanicity			Percentage of minority enrollment	
		Central city	Urban fringe/ large town	Rural/ small town	Less than 20 percent	20 percent or more
<b>Percentage of teachers who strongly agree with the following:</b>						
Teachers in this school are evaluated fairly	42.0	39.8	43.4	42.4	42.5	41.7
The principal lets staff members know what is expected of them	48.0	47.7	49.9	46.7	46.6	49.4
The school administration's behavior toward the staff is supportive and encouraging	41.2	40.8	41.7	41.0	41.0	41.7
I am satisfied with my teaching salary	12.3	8.6	16.3	11.9	14.9	9.6
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	13.8	19.4	13.0	10.5	9.2	18.8
Teachers participate in making most of the important educational decisions in this school	14.6	14.4	15.1	14.4	14.8	14.4
I receive a great deal of support from parents for the work I do	12.5	11.6	13.7	12.1	14.1	10.9
Necessary materials are available as needed by the staff	32.6	28.8	34.1	34.2	35.1	30.6
The principal does a poor job of getting resources for this school	3.8	4.8	3.3	3.6	3.4	4.4
Routine duties and paperwork interfere with my job of teaching	26.6	29.0	25.3	25.9	25.3	27.9
My principal enforces school rules for student conduct and backs me up when I need it	45.8	42.6	45.9	47.8	46.8	44.8
The principal talks with me frequently about my instructional practices	10.4	11.3	9.9	10.3	9.6	11.4
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	22.3	21.5	23.2	22.1	21.8	23.1
Most of my colleagues share my beliefs and values about what the central mission of the school should be	33.2	32.3	34.3	32.9	32.7	33.9
The principal knows what kind of school he/she wants and has communicated it to the staff	43.1	44.6	44.5	41.0	41.0	45.3
There is a great deal of cooperative effort among the staff members	33.7	31.3	35.0	34.3	35.0	32.6
In this school, staff members are recognized for a job well done	25.0	25.6	26.3	23.6	23.9	26.7
I have to follow rules in this school that conflict with my best professional judgment	5.4	7.7	4.7	4.4	4.0	7.0
I am satisfied with my class size	32.0	30.2	29.1	35.6	33.6	30.8
I make a conscious effort to coordinate the content of my courses with that of other teachers	38.2	38.1	38.8	37.9	38.8	37.9
Goals and priorities for the school are clear	37.9	38.7	39.3	36.3	36.7	39.2
The amount of student tardiness and class cutting in this school interferes with my teaching	7.9	12.7	7.7	4.9	4.3	11.7
I sometimes feel it is a waste of time to try to do my best as a teacher	6.5	7.4	5.8	6.4	5.4	7.5
I plan with the library media specialist/librarian for the integration of library/media services into my teaching	24.1	22.9	24.8	24.4	24.5	24.1
Library/media materials are adequate to support my instructional objectives	23.8	22.3	24.9	24.0	24.5	23.1
If I could go back to college and start again I would most likely* become a teacher again	69.5	66.8	70.9	70.3	70.7	68.4

\* Includes those teachers who responded "certainly would become a teacher" and "probably would become a teacher."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.

**Table 49-5 Public school teachers' perceptions and attitudes toward teaching, by school size: School year 1993-94**

Perceptions and attitudes	Total	School size			
		Less than 150	150-499	500-749	750 or more
Percentage of teachers who strongly agree with the following:					
Teachers in this school are evaluated fairly	42.0	52.0	47.0	45.0	37.7
The principal lets staff members know what is expected of them	48.0	52.3	50.3	50.3	45.8
The school administration's behavior toward the staff is supportive and encouraging	41.2	53.6	45.1	45.3	39.2
I am satisfied with my teaching salary	12.3	14.9	13.0	12.6	11.3
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	13.8	6.9	9.9	12.9	16.3
Teachers participate in making most of the important educational decisions in this school	14.6	30.9	19.4	16.6	10.6
I receive a great deal of support from parents for the work I do	12.5	29.9	18.7	16.7	10.5
Necessary materials are available as needed by the staff	32.6	43.9	37.4	34.9	31.9
The principal does a poor job of getting resources for this school	3.8	3.6	3.7	3.1	4.1
Routine duties and paperwork interfere with my job of teaching	26.6	13.0	22.2	24.1	28.6
My principal enforces school rules for student conduct and backs me up when I report	45.8	59.7	50.9	49.2	41.6
The principal talks with me frequently about my instructional practices	10.4	19.3	13.4	11.4	7.4
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	22.3	41.1	29.4	26.6	14.6
Most of my colleagues share my beliefs and values about what the central mission of the school should be	33.2	56.1	42.5	37.2	27.2
The principal knows what kind of school he/she wants and has communicated it to staff	43.1	51.8	47.5	47.2	40.2
There is a great deal of cooperative effort among the staff members	33.7	53.4	42.3	38.0	26.8
In this school, staff members are recognized for a job well done	25.0	35.8	29.5	28.1	22.6
I have to follow rules in this school that conflict with my best professional judgment	5.4	4.2	4.3	4.9	6.5
I am satisfied with my class size	32.0	61.7	42.0	31.2	27.4
I make a conscious effort to coordinate the content of my courses with that of other teachers	38.2	40.0	41.6	41.2	33.8
Goals and priorities for the school are clear	37.9	48.9	43.7	41.8	34.1
The amount of student tardiness and class cutting in this school interferes with my teaching	7.9	4.0	3.6	4.5	13.5
I sometimes feel it is a waste of time to try to do my best as a teacher	6.5	4.2	5.0	5.7	7.4
I plan with the library media specialist/librarian for the integration of library/media services into my teaching	24.1	18.5	24.5	25.7	23.1
Library/media materials are adequate to support my instructional objectives	23.8	17.2	22.9	24.9	25.1
If I could go back to college and start again I would most likely* become a teacher	69.5	76.4	73.4	70.1	68.1

\* Includes those teachers who responded "certainly would become a teacher" and "probably would become a teacher."

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.



**Table S49 Standard errors for the text table in *Indicator 49***

			1993 -94			
			Percentage of students eligible for free or reduced-price lunch			
			41 or more			
Perceptions and attitudes	1987-88	Total	0-5	6-20	21-40	more
Percentage of teachers who strongly agree with the following:						
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	0.2	0.3	0.5	0.4	0.5	0.6
Teachers participate in making most of the important educational decisions in this school	0.2	0.3	0.9	0.6	0.6	0.5
I receive a great deal of support from parents for the work I do	0.2	0.2	1.2	0.6	0.5	0.4
Necessary materials are available as needed by the staff	0.3	0.4	1.3	0.8	0.7	0.7
Routine duties and paperwork interfere with my job of teaching	0.3	0.3	1.0	0.7	0.7	0.6
My principal enforces school rules for student conduct and backs me up when I need it	0.3	0.5	1.2	0.9	0.7	0.8
There is a great deal of cooperative effort among the staff members	0.3	0.5	1.3	0.9	0.8	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88 and 1993-94.

**Table S49-1 Standard errors for table 49-1**

Perceptions and attitudes	Public		Private	
	1987-88	1993-94	1987-88	1993-94
<b>Percentage of teachers who strongly agree with the following:</b>				
Teachers in this school are evaluated fairly	0.3	0.5	0.9	0.6
The principal lets staff members know what is expected of them	0.3	0.5	0.9	0.6
The school administration's behavior toward the staff is supportive and encouraging	0.3	0.4	1.1	0.6
I am satisfied with my teaching salary	0.2	0.2	0.6	0.4
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	0.2	0.3	0.4	0.2
Teachers participate in making most of the important educational decisions in this school	0.2	0.3	0.9	0.7
I receive a great deal of support from parents for the work I do	0.2	0.2	1.0	0.8
Necessary materials are available as needed by the staff	0.3	0.4	1.0	0.6
The principal does a poor job of getting resources for this school	0.1	0.1	0.3	0.1
Routine duties and paperwork interfere with my job of teaching	0.3	0.3	0.5	0.3
My principal enforces school rules for student conduct and backs me up when I enforce them	0.3	0.5	1.1	0.6
The principal talks with me frequently about my instructional practices	0.2	0.3	0.7	0.4
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	0.3	0.3	0.8	0.6
Most of my colleagues share my beliefs and values about what the central mission of the school should be	0.3	0.4	0.9	0.6
The principal knows what kind of school he/she wants and has communicated it to staff	0.3	0.4	1.1	0.6
There is a great deal of cooperative effort among the staff members	0.3	0.5	0.9	0.6
In this school, staff members are recognized for a job well done	0.2	0.4	1.0	0.5
I have to follow rules in this school that conflict with my best professional judgment	0.1	0.2	0.3	0.2
I am satisfied with my class size	0.3	0.4	1.0	0.6
I make a conscious effort to coordinate the content of my courses with that of other teachers	0.3	0.4	0.7	0.5
Goals and priorities for the school are clear	0.3	0.3	1.1	0.6
The amount of student tardiness and class cutting in this school interferes with my teaching	0.2	0.2	0.3	0.2
I sometimes feel it is a waste of time to try to do my best as a teacher	0.1	0.1	0.3	0.2
I plan with the library media specialist/librarian for the integration of library/media services into my teaching	—	0.3	—	0.6
Library/media materials are adequate to support my instructional objectives	—	0.4	—	0.6
If I could go back to college and start again I would most likely become a teacher	0.3	0.3	0.8	0.5

— Not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88 and 1993-94.

**Table S49-2 Standard errors for table 49-2**

Perceptions and attitudes	Public		Private	
	Elementary	Secondary	Elementary	Secondary
<b>Percentage of teachers who strongly agree with the following:</b>				
Teachers in this school are evaluated fairly	0.8	0.4	0.7	1.0
The principal lets staff members know what is expected of them	0.8	0.5	0.7	1.0
The school administration's behavior toward the staff is supportive and encourage	0.6	0.4	0.9	1.0
I am satisfied with my teaching salary	0.4	0.3	0.5	0.7
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	0.4	0.3	0.2	0.4
Teachers participate in making most of the important educational decisions in	0.4	0.3	0.9	1.1
I receive a great deal of support from parents for the work I do	0.4	0.3	1.1	0.9
Necessary materials are available as needed by the staff	0.6	0.5	0.9	0.8
The principal does a poor job of getting resources for this school	0.2	0.1	0.2	0.3
Routine duties and paperwork interfere with my job of teaching	0.5	0.4	0.4	0.6
My principal enforces school rules for student conduct and backs me up when	0.8	0.4	0.9	0.9
The principal talks with me frequently about my instructional practices	0.4	0.2	0.5	0.7
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	0.5	0.3	0.8	1.1
Most of my colleagues share my beliefs and values about what the central mission of the school should be	0.6	0.4	0.7	1.2
The principal knows what kind of school he/she wants and has communicated	0.7	0.5	0.7	1.2
There is a great deal of cooperative effort among the staff members	0.7	0.4	0.8	1.1
In this school, staff members are recognized for a job well done	0.6	0.4	0.7	1.0
I have to follow rules in this school that conflict with my best professional judgment	0.3	0.2	0.3	0.4
I am satisfied with my class size	0.7	0.4	0.8	0.9
I make a conscious effort to coordinate the content of my courses with that of other teachers	0.6	0.4	0.7	0.8
Goals and priorities for the school are clear	0.6	0.4	0.8	1.1
The amount of student tardiness and class cutting in this school interferes with n	0.2	0.2	0.1	0.3
I sometimes feel it is a waste of time to try to do my best as a teacher	0.2	0.2	0.2	0.3
I plan with the library media specialist/librarian for the integration of library/ media services into my teaching	0.6	0.3	0.7	0.8
Library/media materials are adequate to support my instructional objectives	0.6	0.3	0.7	0.8
If I could go back to college and start again I would most likely become a teacher	0.5	0.4	0.5	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.

**Table S49-3 Standard errors for table 49-3**

Perceptions and attitudes	Total	Percentage of students eligible for free or reduced-price lunch			
		0-5	6-20	21-40	41 or more
<b>Percentage of teachers who strongly agree with the following:</b>					
Teachers in this school are evaluated fairly	0.5	1.1	0.8	0.7	0.9
The principal lets staff members know what is expected of them	0.5	1.1	0.9	0.8	0.9
The school administration's behavior toward the staff is supportive and encouraging	0.4	1.4	0.9	0.7	0.8
I am satisfied with my teaching salary	0.2	1.2	0.6	0.7	0.3
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	0.3	0.5	0.4	0.5	0.6
Teachers participate in making most of the important educational decisions in this school	0.3	0.9	0.6	0.6	0.5
I receive a great deal of support from parents for the work I do	0.2	1.2	0.6	0.5	0.4
Necessary materials are available as needed by the staff	0.4	1.3	0.8	0.7	0.7
The principal does a poor job of getting resources for this school	0.1	0.5	0.3	0.2	0.3
Routine duties and paperwork interfere with my job of teaching	0.3	1.0	0.7	0.7	0.6
My principal enforces school rules for student conduct and backs me up when I need it	0.5	1.2	0.9	0.7	0.8
The principal talks with me frequently about my instructional practices	0.3	0.7	0.4	0.4	0.5
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	0.3	1.3	0.7	0.7	0.6
Most of my colleagues share my beliefs and values about what the central mission of the school should be	0.4	1.3	0.9	0.8	0.6
The principal knows what kind of school he/she wants and has communicated it to the staff	0.4	1.4	0.9	0.7	0.9
There is a great deal of cooperative effort among the staff members	0.5	1.3	0.9	0.8	0.8
In this school, staff members are recognized for a job well done	0.4	1.2	0.8	0.7	0.7
I have to follow rules in this school that conflict with my best professional judgment	0.2	0.5	0.2	0.3	0.4
I am satisfied with my class size	0.4	1.1	0.7	0.7	0.6
I make a conscious effort to coordinate the content of my courses with that of other teachers	0.4	1.3	0.8	0.8	0.7
Goals and priorities for the school are clear	0.3	1.2	0.7	0.8	0.6
The amount of student tardiness and class cutting in this school interferes with my teaching	0.2	0.5	0.2	0.5	0.4
I sometimes feel it is a waste of time to try to do my best as a teacher	0.1	0.4	0.3	0.3	0.3
I plan with the library media specialist/librarian for the integration of library/media services into my teaching	0.3	0.9	0.7	0.6	0.7
Library/media materials are adequate to support my instructional objectives	0.4	1.0	0.7	0.8	0.7
If I could go back to college and start again I would most likely become a teacher again	0.3	1.1	0.7	0.8	0.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94.

**Table S49-4 Standard errors for table 49-4**

		Urbanicity			Percentage of minority enrollment	
		Urban	Rural/		Less	20
	Total	Central city	fringe/town	small town	than 20 percent	percent or more
<b>Perceptions and attitudes</b>						
<b>Percentage of teachers who strongly agree with the following:</b>						
Teachers in this school are evaluated fairly	0.5	0.8	0.8	0.8	0.5	0.7
The principal lets staff members know what is expected of them	0.5	1.0	0.8	0.6	0.6	0.8
The school administration's behavior toward the staff is supportive and encouraging	0.4	0.9	0.9	0.6	0.6	0.6
I am satisfied with my teaching salary	0.2	0.4	0.6	0.4	0.4	0.3
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	0.3	0.6	0.4	0.3	0.2	0.5
Teachers participate in making most of the important educational decisions in this school	0.3	0.5	0.5	0.5	0.4	0.4
I receive a great deal of support from parents for the work I do	0.2	0.4	0.6	0.3	0.4	0.4
Necessary materials are available as needed by the staff	0.4	0.8	0.7	0.5	0.5	0.6
The principal does a poor job of getting resources for this school	0.1	0.3	0.2	0.2	0.2	0.2
Routine duties and paperwork interfere with my job of teaching	0.3	0.7	0.6	0.4	0.5	0.5
My principal enforces school rules for student conduct and backs me up when I need it	0.5	0.9	0.9	0.7	0.7	0.7
The principal talks with me frequently about my instructional practices	0.3	0.6	0.4	0.4	0.3	0.3
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	0.3	0.6	0.7	0.5	0.4	0.5
Most of my colleagues share my beliefs and values about what the central mission of the school should be	0.4	0.6	0.8	0.6	0.6	0.5
The principal knows what kind of school he/she wants and has communicated it to the staff	0.4	0.8	0.8	0.7	0.6	0.7
There is a great deal of cooperative effort among the staff members	0.5	0.8	0.9	0.7	0.6	0.6
In this school, staff members are recognized for a job well done	0.4	0.7	0.7	0.5	0.5	0.5
I have to follow rules in this school that conflict with my best professional judgment	0.2	0.4	0.3	0.2	0.2	0.3
I am satisfied with my class size	0.4	0.6	0.6	0.5	0.4	0.6
I make a conscious effort to coordinate the content of my courses with that of other teachers	0.4	0.7	0.7	0.5	0.5	0.6
Goals and priorities for the school are clear	0.3	0.6	0.9	0.6	0.5	0.5
The amount of student tardiness and class cutting in this school interferes with my teaching	0.2	0.5	0.4	0.2	0.2	0.4
I sometimes feel it is a waste of time to try to do my best as a teacher	0.1	0.4	0.2	0.2	0.2	0.3
I plan with the library media specialist/librarian for the integration of library/media services into my teaching	0.3	0.7	0.6	0.5	0.4	0.6
Library/media materials are adequate to support my instructional objectives	0.4	0.7	0.5	0.4	0.4	0.6
If I could go back to college and start again I would most likely become a teacher again	0.3	0.5	0.6	0.5	0.5	0.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94.

**Table S49-5 Standard errors for table 49-5**

Perceptions and attitudes	Total	School size			
		Less than 150	150–499	500–749	750 or more
Percentage of teachers who strongly agree with the following:					
Teachers in this school are evaluated fairly	0.5	1.1	0.7	0.9	0.6
The principal lets staff members know what is expected of them	0.5	1.1	0.6	0.8	0.7
The school administration's behavior toward the staff is supportive and encouraging	0.4	1.1	0.6	0.7	0.6
I am satisfied with my teaching salary	0.2	0.7	0.5	0.7	0.4
The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching	0.3	0.4	0.4	0.6	0.5
Teachers participate in making most of the important educational decisions in this school	0.3	1.2	0.5	0.6	0.3
I receive a great deal of support from parents for the work I do	0.2	1.2	0.4	0.5	0.4
Necessary materials are available as needed by the staff	0.4	0.9	0.6	0.9	0.7
The principal does a poor job of getting resources for this school	0.1	0.5	0.2	0.3	0.2
Routine duties and paperwork interfere with my job of teaching	0.3	0.7	0.4	0.7	0.6
My principal enforces school rules for student conduct and backs me up when I need it	0.5	1.0	0.5	1.0	0.6
The principal talks with me frequently about my instructional practices	0.3	0.9	0.4	0.5	0.3
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	0.3	0.9	0.6	0.8	0.5
Most of my colleagues share my beliefs and values about what the central mission of the school should be	0.4	1.0	0.7	0.8	0.6
The principal knows what kind of school he/she wants and has communicated it to the staff	0.4	1.1	0.7	0.9	0.8
There is a great deal of cooperative effort among the staff members	0.5	1.0	0.6	0.7	0.6
In this school, staff members are recognized for a job well done	0.4	1.0	0.7	0.7	0.4
I have to follow rules in this school that conflict with my best professional judgment	0.2	0.3	0.3	0.4	0.3
I am satisfied with my class size	0.4	1.2	0.5	0.8	0.5
I make a conscious effort to coordinate the content of my courses with that of other teachers	0.4	0.9	0.6	0.8	0.6
Goals and priorities for the school are clear	0.3	1.0	0.6	0.8	0.5
The amount of student tardiness and class cutting in this school interferes with my teaching	0.2	0.4	0.2	0.3	0.4
I sometimes feel it is a waste of time to try to do my best as a teacher	0.1	0.3	0.2	0.3	0.3
I plan with the library media specialist/librarian for the integration of library/media services into my teaching	0.3	0.7	0.5	0.8	0.5
Library/media materials are adequate to support my instructional objectives	0.4	0.7	0.5	0.8	0.5
If I could go back to college and start again I would most likely become a teacher again	0.3	0.8	0.5	0.7	0.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993–94.